DOCUMENT RESUME

ED 100 273 HE 006 176

TITLE	Guide for the Self-Evaluation of Professional Masters Degree Programs in Public Affairs/Public Administration.
INSTITUTION	National Association of Schools of Public Affairs and Administration, Washington, D.C.
PUB DATE	74
NOTE	15p.
AVAILABLE FROM	National Association of Schools of Public Affairs and Administration, 1225 Connecticut Avenue, N.W., Suite 300, Washington, D.C. 20036 ($2.00)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	College Students; Faculty; Field Experience Programs; *Higher Education; *Program Administration; *Program Evaluation; *Public Administration Education; *Public Affairs Education; Research

ABSTRACT

This guide assists public affairs/public administration programs in self-study. A series of major topics for exploration and a series of questions are posed for consideration by this unit, including: program goals, organization, facilities, faculty, student body, field experience, self-study of academic programs, research, public service, plans for the future, final checks, and submission of self-evaluation reports. The appendix presents temporary provisions governing technical assistance to institutions undertaking self-evaluation of public affairs/public administration programs. (MJM)

ED 100273

BEST COPY AVAILABLE

GUIDE FOR THE SELF-EVALUATION OF PROFESSIONAL MASTERS DEGREE PROGRAMS IN PUBLIC AFFAIRS/ PUBLIC ADMINISTRATION

PREPARED BY THE
STANDARDS COMMITTEE
OF THE
NATIONAL ASSOCIATION OF SCHOOLS OF
PUBLIC AFFAIRS AND ADMINISTRATION

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICRO FICHE ONLY HAS BEEN GRANTED BY
NASPAA
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 006 176

NASPAA

WASHINGTON, D.C.

1974

BEST COPY AVAILABLE

The National Association of Schools of Public Affairs and Administration (NASPAA) is a professional education association dedicated to the advancement of education and training in public affairs and public administration. Composed of 138 schools and programs, NASPAA serves as a national center for information about programs and developments in this field. It fosters goals and standards of educational excellence, and represents the concerns and interests of member institutions in the formulation and support of national policies for education in public affairs/public administration. It cooperates with governmental organizations, professional associations, and national public interest groups to improve the quality of public management. NASPAA is affiliated with the American Society for Public Administration, a national organization for those interested in advancing the public service at all levels of government.

NASPAA STANDARDS COMMITTEE

1974-75 MEMBERSHIP*

Ernest A. Engelbert, *Chairperson*
University of California, Los Angeles

Charles F. Bonser (ex officio)
Indiana University

Robert P. Boynton (ex officio)
The American University

Frederic N. Cleaveland (ex officio)
Duke University

Geoffrey Y. Cornog
Sangamon State University

Laurin L. Henry
University of Virginia

Norman J. Johnson
Carnegie-Mellon University

Thomas P. Murphy (ex officio)
University of Maryland

Clinton V. Oster
Ohio State University

Clara Penniman (ex officio)
University of Wisconsin

Frank P. Sherwood
University of Southern California

Clyde J. Wingfield (ex officio)
Bernard M. Baruch College
The City University of New York

Sherman Wyman
University of Texas at Arlington

*Augmented by six members of the NASPAA Executive Council serving ex officio.

For further information contact the National Association of Schools of Public Affairs and Administration, 1225 Connecticut Avenue, N.W., Washington D.C. 20036 Attn: Don M. Blandin, Staff Director. Tel: (202) 785-3260

Price $2.00

Copies may be ordered prepaid from:
National Association of Schools of Public Affairs and Administration
1225 Connecticut Avenue, N.W., Suite 300
Washington, D.C. 20036

Introduction

BEST COPY AVAILABLE

Guidelines and Standards for Professional Masters Degree Programs in Public Affairs/Public Administration were unanimously adopted by the delegates to the annual conference of the National Association of Schools of Public Affairs and Administration held in Syracuse, New York, on May 5, 1974. Although primarily directed to various facets of the educational process, the Guidelines and Standards are designed to foster the development of the overall profession of public management. Thus, they are relevant to four constituencies, namely: (1) students, (2) educational institutions, (3) public service employers, and (4) the public management profession.

The Guidelines and Standards are not prescriptive; they set forth goals to be attained rather than requirements to be imposed. They provide criteria for evaluating educational and training programs in public affairs/public administration as well as for measuring the competencies of public managers. They are sufficiently broad and flexible to be applied to all professional masters degree programs irrespective of size and specialization and to all public managers irrespective of the level of government or the functional area of specialization. The Guidelines and Standards also help to demarcate the professional boundaries of the field of public affairs/public administration so that education and training can be more sharply focused and pertinent.*

This guide has been prepared by the Standards Committee to assist public affairs/public administration programs in the self-study authorized and encouraged by NASPAA at its May 5, 1974, meeting. *The self study guide is intended to be used in a close working relationship with the Guidelines and Standards Report.* The reader, therefore, will want to use both documents as source materials in the self-study process.

The Executive Council of NASPAA has agreed, within the limits of NASPAA's resources, to provide technical assistance to public affairs/public administration units in the self-evaluation process. The specific arrangements and cost of technical assistance are appended to this document.

At the May 1974 meeting, the Association, in adopting the Guidelines and Standards Report, specified that a listing and summary of those institutions which have completed self-evaluation

*From the introduction to the NASPAA 1974 Standards Committee Report.

BEST COPY AVAILABLE

studies will be published during 1975. The target date for that publication has been set at September 1, 1975. Therefore, any institution that would like to be included in the 1975 listing of public affairs/public administration units which have completed the self-evaluation process, should plan on filing its final report with NASPAA prior to June 1, 1975. The institutional summary to be published will be prepared by NASPAA, but will be cleared for content with the public affairs/public administration unit prior to publication. A format for the institutional summary is being devised and will be sent to all NASPAA member institutions in early 1975.

Organizing for the Self-Study

Obviously, a number of organizational approaches would be appropriate for the conduct of the self-study. The choice of the format used is clearly in the hands of the public affairs/public administration unit. Most will probably utilize the graduate or policy committee of the unit or a special task force established for the purpose. It should be noted that it is important to bring the entire faculty of the public affairs/public administration unit into the evaluation process at various key points. *Input should be obtained from students and outside constituents of the unit (alumni, other academic departments, interest groups, government agencies, etc.).* To assure completion of the assignment, experience in other self-study efforts have shown that it is highly desirable to have one person in the unit responsible for coordinating the activities of the various subcommittees, input from constituents and students, etc., and to prepare and edit the final report.

Scope of the Self-Study Effort

The self-study should examine and evaluate the public affairs/public administration enterprise over time, review the public affairs/public administration unit's present activities, and look to future goals and programs. The main focus of the self-study should be on performance in relation to goals and objectives. Thus, the self-study differs from simply being a *survey* of what is, to an analysis of what is (*vis à vis* goals) and what should be.

The NASPAA Standards Committee Report is concerned primarily with the professional content of masters degrees for the public service. But obviously the structure of the public affairs/public administration unit as a delivery mechanism is crucial; therefore, the Standards Committee Report also considered institutional and

BEST COPY AVAILABLE

organizational matters. These matters are an important focus of the self-study process.

In the sections that follow, the public affairs/public administration unit undergoing self-study is directed to a series of major topics for exploration, and a series of questions are posed for consideration by the unit. These questions are not meant to be all-inclusive, but merely suggestive of the types of information that should be compiled and the components of the program which should be subjected to analysis and evaluation.

BEST COPY AVAILABLE

Suggested Self-Study Report Outline

Goals of the Program

- Provide a brief historical sketch of the public affairs/public administration program and a description of the major components of the program.
- Give a statement of the purpose of the public affairs/public administration unit, its goals, objectives, and the sub-objectives of the various components of the unit.
- Have the purposes of the public affairs/public administration unit and program been subjected to intensive review by the faculty, students, and constituents? By what process?
- What changes in purpose are contemplated for the future (new programs, new activities, new structure, etc.)?
- What is the unit's belief about its role in the institution of which it is a part? Is this perception of your role identification shared by other units in the institution and by the higher administration of the institution?
- Generally speaking, to what extent are the aims and purposes of the unit being realized?

Organization

- Does the name of the public affairs/public administration unit accurately reflect the mission, scope, and organization of the program?
- Describe the organization of the unit. How does it fit within the framework of the higher education institution of which it is a part?
- What is the title of the public affairs/public administration unit head (e.g., Director, Dean, Chairman)? To whom does this person report?
- Does the public affairs/public administration unit have a designated budget over which it exercises control? If not, why not?
- By what process does the faculty of the unit exercise control over curricula and other programs?
- What further authorization process is followed in the institution for proposals of the public affairs/public administration unit and what further clearance is required for academic and other program changes and initiatives of the unit?

BEST COPY AVAILABLE

- Does the unit have authority to appoint and promote faculty? Describe the process followed by the unit in academic appointments. Does the process allow the unit sufficient latitude to identify and meet program needs?
- Describe the process followed in the promotion and tenure decisions of faculty primarily assigned to the public affairs/public administration unit. Does the promotion and tenure system allow faculty rewards commensurate with the mission and objectives of the unit?
- Does the public affairs/public administration unit have final authority within general university regulations over admission of graduate students to its program? Undergraduate students?
- Are the degrees offered by the public affairs/public administration unit voted by the faculty of the unit? What further degree authorization is required by the institution?
- Do the present organizational and financial and other procedural requirements of the unit facilitate its reaching its established goals? What, if any, organizational and procedural changes would aid the unit in more effectively meeting its goals and objectives?

Facilities

- Are the physical facilities of the public affairs/public administration unit adequate to service program needs?
- Are the facilities equal to other programs of similar size in the institution?
- Does the unit have its own library collection? If not, describe any library arrangements which exist to facilitate the needs of public affairs/public administration faculty and students. Is the public affairs/public administration collection adequate to meet needs of the faculty and students?
- Are adequate computer facilities available to the public affairs/public administration unit?
- What facilities and equipment changes are required to meet changing size and program needs of the unit over the next five years?

Faculty

- How many faculty (headcount) have primary titular and budgetary relationship to the public affairs/public administration unit? How many faculty FTE's in the unit?

BEST COPY AVAILABLE

- What disciplines are represented by the public affairs/public administration faculty?
- How many faculty have tenure in the unit? How many non-tenured faculty are on tenure tracks in the unit?
- How many adjunct (non-full-time university employee) faculty are used in teaching the programs of the unit? Is the full-time/part-time balance appropriate?
- Identify the public affairs/public administration courses either under the jurisdiction of the public affairs/public administration unit or outside the unit which are taught by faculty with primary affiliation in another department of the university.
- How many of the full-time public affairs/public administration faculty have had government or public affairs experience? Distinguish between employment and/or consultative or advisory experience.
- What constitutes a full-time teaching load for a faculty member in the public affairs/public administration unit? On what basis are exceptions to this full-time load made?
- Is the teaching load appropriate to allow accomplishment of the research and public service objectives of the unit?
- Are the number and competency of the faculty sufficient to meet the academic and research/public service objectives of the program?
- What plans are underway for remedying identified faculty weaknesses?
- How do faculty salaries in the public affairs/public administration unit compare nationally within the public affairs/public administration field? How do they compare with other major programs in the institution?
- What, if any, faculty additions will be necessary over the next five years to achieve expected growth and new objectives of the program? Does the institution realistically expect to have resources to meet these objectives?
- To what extent is the faculty balanced or unbalanced in rank, degrees held, subject specialities, experience, and age?

Student Body

- How many majors in the masters, doctorate, bachelors, and associate degree programs? What percent of the students are Black, Mexican American, Oriental American, or Native American?

BEST COPY AVAILABLE

- How many students, and in what programs, are enrolled in (non-major) service programs of the unit (e.g., urban affairs certificate)?
- How many full-time and part-time students, and in what programs?
- Describe the admissions standards and admissions process for majors in the unit. Are students admitted as a class at specified periods, e.g., once a year, or is there continuous admission during regular university admission dates?
- Are admissions standards and processes consistent with the objectives of the degree programs? Are they consistent with the needs of government constituencies of the unit?
- What changes, if any, are anticipated in admission standards or processes?
- What academic counseling programs exist and how adequate are these programs?
- How many graduate students receive financial support (number and percentage)? What is the average ($) level of support?
- Is the support level comparable with other units in the institution, and is it adequate to attract qualified graduate students?
- In what ways has your program responded to the need for training minority group students? How do you measure your success?
- Does the unit have its own career counseling and placement service? How is this service organized and administered?
- What percentage of the 1974 pre-entry graduating class was placed in public affairs/public administration jobs prior to leaving the program?
- How do the students and faculty in the public affairs/public administration program rate the effectiveness of the placement program?
- How adequate are the unit's career counseling and placement programs in meeting the needs of in-career students and alumni?

Field Experience

- Are public service intern programs offered by the unit? How are these public service intern programs administered?
- What percentage of the pre-entry student body participates in internship programs prior to graduation? Is this consistent with program objectives?
- How effectively does the internship program mesh with the

BEST COPY AVAILABLE

academic programs of the affairs/public administration unit?

- Are the intern programs of the unit regarded as successful by the faculty, students, and employers of the interns?
- What forms of experiential learning, other than internships, are offered to students on a regular basis?
- How are internships and other forms of experiential learning supervised?

Self-Study of Academic Programs

- For what level of government and/or what areas of specialization does your program train?
- How many months of full-time study are required to complete the professional masters degree of the public affairs/public administration unit? Does it vary for specializations?
- Is this amount of time adequate to meet program objectives? Is it adequate to accomplish the requirements of the matrix contained in the Standards Committee Report?
- How many credits, if any, are given for work experience? What measures of evaluation are used?
- Compare the requirements of the unit's present professional masters program with the suggested Standards Report guidelines. Are all topics of the matrix included in the program? If not, why not?
- What plans are underway to change the professional masters program content and length?
- What, if any, program specializations are offered in the professional masters degree (e.g., criminal justice, finance, personnel, urban management, etc.)? Which of these specializations are offered under the jurisdiction of the unit, and which by departments outside of the unit? Do you offer joint degrees?
- How many semester credit hours are required for program specialization within the professional masters degree?
- Have specializations been evaluated by the appropriate constituencies (e.g., municipal finance association, recruiting government agencies, etc.)?
- What types of learning formats does your program use? Day courses in residence only? Night and weekend courses? The intensive semester? Other?
- What innovative pedagogical methods are employed? Simulation, Practicum, Role-Playing, etc.? How successful are these?

BEST COPY AVAILABLE

- What percentage of the professional masters degree program is considered core management versus the percentage in specialization?
- Is graduate study offered at off-campus units of centers? Please describe how the maintenance of program quality is assured and what problems are created by those programs. What methods are utilized to assure that adequate facilities, faculty, library, and other resources are available in off-campus centers versus the percentage in on-campus programs?
- Are special graduate programs designed for and available to *in-career*, part-time or full-time students?
- How do these programs differ from pre-entry programs and how are these differences justified?
- Describe other graduate or undergraduate degrees offered by the unit. How do these programs relate, if at all, to the professional masters degree of the public affairs/public administration unit and to the content of the Standards Committee matrix?
- What devices are used to evaluate the teaching effectiveness of the academic programs?

Research

- What are the research objectives of the unit? How do these objectives mesh with the overall program goals of the public affairs/public administration unit?
- Does the unit have an organized research program? How does this research program help the unit meet its objectives?
- What percentage of the support of the graduate students and faculty come from sponsored research or contract programs? Is the unit satisfied that the research activities of the unit in no way endanger control of other activities or unnecessarily impede other program objectives?

Public Service

- Does the unit have a defined public service objective? If so, describe. Is this public service objective consistent with the overall goals of the unit?
- What kinds of public service programs are routinely offered by the unit?
- How are these programs generally regarded by constituents, faculty, and students?

BEST COPY AVAILABLE

- Does the unit provide non-degree training programs to individuals and government agencies? How are these programs evaluated and what is the degree of success of the programs to date?
- Do faculty of the public affairs/public administration unit routinely consult with government agencies? Are they typically reimbursed for these consultations? Is this consistent with program goals?
- What systematic efforts are made by the unit to obtain reactions and input from professional practitioners? Have you established any formal instruments to do this?
- Evaluate the success of the unit in relating to government agencies and to individual practitioners.

Plans for the Future

- Please summarize the results of the self-study survey to date, indicating the present status and future plans of the public affairs/public administration unit. Include projections of new activities, student body, staff needs, and resources for the next five years. State the major priorities of the unit for action over the next five-year period.

Final Check

- Before submitting the self-study report, the unit should ask itself the following questions:

1. Have all areas of identified program weaknesses been studied in sufficient depth?
2. What other topics were explored in depth?
3. Does the self-study include all major aspects of the program and its organization?
4. Does the report include analyses of goals and objectives and honest criticism of the unit's progress?
5. Does the report include realistic projections?
6. Does the report suggest solutions to problems identified?

Submission of Self-Evaluation Report

1. Please give the name and title of the person(s) who was/were responsible for the coordination of the self-evaluation study and the preparation of the resulting report.
2. Please state how (or at what stages) faculty, students, and practitioners were involved in the self-evaluation process.

Appendix

BEST COPY AVAILABLE

TEMPORARY PROVISIONS GOVERNING TECHNICAL ASSISTANCE TO INSTITUTIONS UNDERTAKING SELF-EVALUATIONS OF PUBLIC AFFAIRS/PUBLIC ADMINISTRATION PROGRAMS

Since the Executive Council of NASPAA is uncertain about the number of requests it will receive from institutions for technical assistance in undertaking self-evaluation of Public Affairs/Public Administration Programs, it has established the following *temporary* provisions:

1. Technical assistance will be provided to both NASPAA and non-NASPAA institutions. This NASPAA service will be self-supporting. The charges to institutions will include: (a) an institutional service fee to cover costs of NASPAA associated with technical assistance activities, and (b) the travel and related expenses of technical assistance teams. Members of technical assistance teams will receive *no honoraria* either from NASPAA or the educational institutions which are assisted.
2. The amount of the institutional service fee for NASPAA member institutions will be determined in early 1975 after NASPAA has had some experience with institutional visitations. The service fee charged to non-member institutions will be a minimum of $250 higher than for member institutions, an amount which may be applied to membership costs if the institutions become members of NASPAA.
3. NASPAA member institutions which submit their self-evaluations and request technical assistance prior to January 1, 1975, will not be charged an institutional service fee for technical assistance; they will pay only the travel costs of the technical assistance team. NASPAA member institutions requesting technical assistance after January 1, 1975, will pay both the institutional service fee and the travel costs of the technical assistance teams.
4. The membership of technical assistance teams will be composed of persons who are highly knowledgeable in public administration and with NASPAA's Guidelines and Standards. The members and composition of the teams will depend upon the needs and wishes of the institution, the thrust of its program, and the tasks to be accomplished. NASPAA will

BEST COPY AVAILABLE

provide the institution with a panel of qualified persons from which specific members can be chosen.

5. The Standards Committee of NASPAA will be responsible for providing technical assistance services. Any requests for assistance should be directed to Don M. Blandin, Staff Director, NASPAA, 1225 Connecticut Avenue, N.W., Suite 300, Washington, D.C. 20036. Tel: (202) 785-3260.